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Book Department

EMERSON, WILLIAM R. P., M. D. *Nutrition and Growth in Children*. Pp. xxix, 342. Price, \$2.50. New York: D. Appleton & Co., 1922.

HUNT, JEAN LEE, JOHNSON, BUFFORD J., LINCOLN, EDITH M. *Health Education and the Nutrition Class*. Pp. xv, 281. Price, \$3.50. New York: E. P. Dutton & Company, 1922.

THE NATIONAL CHILD HEALTH COUNCIL. *Child Health in Erie County, New York*. Pp. 90. Washington, D. C., Supplement to *Mother and Child, Magazine of the American Child Hygiene Association*, May, 1922.

SOUTH CAROLINA MENTAL HYGIENE COMMITTEE. *A Report of the South Carolina Mental Hygiene Survey*. Pp. 73. Columbia, South Carolina: South Carolina Board of Public Welfare, *Quarterly Bulletin* No. 1, Vol. 111, 1922.

WOOLLEY, HELEN T., PH. D., and HART, HORNELL. *Feeble-Minded Ex-School Children: A Study of Children Who Have Been Students In Cincinnati Special Schools*. Pp. 237 to 263. Cincinnati: *Studies From The Helen S. Traounstine Foundation*, Vol. 1, No. 7, April, 1921.

GREEN, GEORGE H. *Psychoanalysis In The Class Room*. Pp. xi, 272. Price, \$1.75. New York: G. P. Putnam's Sons, 1922.

The child is coming to be the chief concern of the social welfare movement in western civilization. Among many evidences of this fact is the increasing number of serious studies dealing with some one or more aspects of child welfare. Not only is the number of such books and pamphlets increasing, but—and this is significant of the progress in the development of the child welfare movement—the sentimental and generalized discussions of a decade and more ago are giving way to concrete, constructive and scientific analyses of definite problems. Above are listed some recent publications indicative of this newer spirit and approach.

Within the child welfare movement, the emphasis upon positive health is an out-

standing fact. Probably this is a reflex of the recognition by present day statesmen, military leaders, economists, employers, pedagogues and social workers, of the fundamental importance of physical well-being, and the imperative necessity of health conservation during childhood.

One aspect of the problem of health is that of nutrition. Until recently this has been entirely overlooked. A few years ago only extreme cases of malnutrition were recognized. Today we are told that one-third of the children in the United States are underweight or undernourished or malnourished. A decade ago we conceived of the problem as one to be found only among the poverty-stricken classes in our larger cities. Now we see that it is limited to no social classes and to no locality. In appreciation of the extent and importance of the problem of malnutrition, Dr. William Emerson of Boston is known nationally as a pioneer. In 1908, while in charge of the Children's Outpatient Clinic in the Boston Dispensary, he established the first nutrition class ever organized. *Nutrition and Growth in Children* represents the results of his experience with the problem of malnutrition among children.

The first part of this book deals with the diagnosis of malnutrition, how it may be detected, what its symptoms and causes are. Dr. Emerson contends that malnutrition is a clinical entity, with a characteristic history, definite symptoms and pathological physical signs. The second part of the volume sets forth the methods of cure, outlining a constructive program to strike at the root of the trouble, and involving the coöperation of the home, the school, the medical progression and the child's own interests. He finds that a nutrition class is the best agency for the coördination of these forces into a program that provides a common appeal. The final chapters point out the essential features of a nutrition program for the community, involving trained nutrition workers, physicians, school lunches, summer camps and nutrition clinics and classes as an important part of the chil-

dren's outpatient department of every hospital.

The book is the result of a rich, varied and successful experience. It is plainly and clearly written, in simple and practical language. Such technical terms as must be used are explained in a glossary at the end of the book. The text is well illustrated with charts and pictures. It is an invaluable book for parents, teachers, social workers, physicians, and for all who love constructively the children of men.

The development of the nutrition clinic and class by Dr. Emerson represents, of course, an attack upon the problem by a physician, working through the facilities of the hospital. The next logical step in its development and use involved its transfer from the hospital to the public school. This was done first in New York City, and was directly inspired by a visit in 1917 of a member of the New York Bureau of Educational Experiments to one of Dr. Emerson's nutrition classes. *Health Education and the Nutrition Class* is an account of this pioneer experiment, undertaken at Public School No. 64, Manhattan, for the purpose of exploring the possibilities of the nutrition class in a public school, and to develop it as a part of our general educational procedure. To those who recognize, on the one hand, the importance of the problem of malnutrition, and who believe, on the other hand, that the position of the school makes it the logical clearing-house for the community's knowledge in regard to children and their needs, will find this volume intensely significant.

This first experiment began in February, 1918, and the nutrition classes were discontinued in June, 1921. The full details of the work attempted, the results obtained as far as they could be ascertained, all are presented as fully as one might wish. There are numerous charts and tables setting forth the statistical data of the classes conducted; the social, racial and individual factors involved; the growth in height and weight of the children; and other information necessary for the interpretation of the charts presented.

The last two chapters summarize what, in the estimation of the members of the

Bureau of Educational Experiments, are the possibilities and limitations of the nutrition class as a factor in health, as well as the general educational problems of a health program. Although there is a strong insistence upon the need for further study and research, certain conclusions stand out rather definitely by way of challenge to health workers and school men, both of which groups will find it worth their while to familiarize themselves with the details of this pioneer experiment. Whatever conclusions may be warranted by future experiments of like nature, there is no gainsaying two facts that peer forth from almost every page of this book: first, that public health is purchasable; and second, that "the resources of the school for supplying the chief provisions essential to the success of an educational health program are greatly superior to those at the command of any other agency."

A detailed study of the general problem of child health in a restricted locality is presented in the third publication above listed. It is the report of a brief inquiry into the conditions relating to child health and to the social agencies for dealing with the problems presented in the rural sections and villages of Erie County, N. Y. This inquiry was made under the direction of the National Child Health Council, Washington, D. C., in coöperation with seven national and two state organizations. Different aspects considered are the "Under School Age Child," "Medical School Inspection," "Medical Service," "Nursing in Relation to the Child," "Health Teaching in the Schools," "Recreation, Nutrition of Children," "Health Officers," "Mental Hygiene of Children," "The Health of Dependent Children," and "Health and Working Certificates." The significance of this study is that it is a first step on the part of the national organizations involved in a plan for a definite coördination of field work, with special emphasis upon the development of strong and well-correlated local health organization. In view of these facts, of considerable interest are the recommendations included, centering upon the formation of a county health council, the establishment of a budget for county health work,

and the enlargement of the local school district on a sound and satisfactory basis.

Problems of mental hygiene, long relegated to the limbo of ignorance and neglect, are today in process of receiving merited attention. We are, however, still largely in the statistics-gathering stage. Of interest, accordingly, are the results of such a survey as that made in South Carolina during 1921 by officers of the National Committee for Mental Hygiene, under the auspices of the South Carolina Committee for Mental Hygiene. The purpose of the survey was to determine just what sort of problems feeble-mindedness and insanity were to the state, what relationship they bear to other social problems, and what facilities there are to deal with these groups.

The results are startling yet not unlike those unearthed by other recent studies. Of over 6,000 school children examined, 2.8 per cent of the white and 4.2 per cent of the colored children were found to be feeble-minded. Fully 23.4 per cent of the white children and 35 per cent of the colored children, continues the report, "were either subnormal in intelligence, feeble-minded, or suffering from a psychopathic personality, a psychoneurosis, epilepsy or an endocrine disorder." There are practically no facilities either for the identification or treatment of these children.

Figures such as these serve to remind us that both in our schools and in our general social program, we have but scratched the surface.

From South Carolina to Cincinnati is a far cry, spatially and otherwise. *Feeble-Minded Ex-School Children* is a study of children who have been students in Cincinnati special schools. It includes all children ever enrolled in classes for defectives in Cincinnati who had, by the summer of 1918, been out of school for as much as a year. There were 203 such children in the city.

The report emphasizes the importance of selecting children for special classes as early as possible in their school careers, both for the sake of the schools in which they are found and for the children themselves; a better system of record keeping of such children, i.e. a better system of bookkeep-

ing of our experience; and, be it noted, that the majority of these children belong in families which are problems to the social agencies of the city. The necessity of having the schools coöperate with these agencies in the study and treatment of these families is emphasized. In short, this study, perused along with the survey of South Carolina, sharply centers attention to the social cost of a policy of neglect.

Mental hygiene, however, means much more than attention for the feeble-minded and insane. There is the much larger and more important, even if less spectacular, problem of the "psychopathology of everyday life." If but half of the "New Psychology" has a basis of fact, its overwhelming importance to all persons interested in the care and training of children is obvious. To teachers especially is it important, both in the way of impressing them with the far-reaching results of school life, and to a real rather than a superficial understanding of their pupils.

Thus far it has been difficult for the average teacher to know where to turn for a knowledge of the essential facts which recent research has revealed. Much of its development has taken place outside of our orthodox educational institutions, charlatans have imposed upon the credulous, and partially informed writers have included much "under the term that would hardly be considered as psychoanalysis by its founder or by any serious student of the subject."

Here, at last, in *Psychoanalysis in the Classroom* is a book which can safely be placed into the hands of the general reader, untrained in technical terms and aspects. It is such a sensible book. It seizes upon and states briefly yet clearly and simply most of what is considered sound in the way of contribution to psychological fact, "while maintaining a cautious and critical reserve toward ill-digested speculations." The author is a former student of Prof. MacDougal's, and builds in general upon his master's system of psychology as outlined in *Social Psychology*. In view of the author's close association with MacDougal, it is interesting to note (pp. 171, 172) the following sentences: "We infer the presence of the

instinct from the activity. But we have no first hand acquaintance with an instinct. . . . It may be that all these instincts . . . are in reality merely aspects of one great urge towards activity."

Without wishing in any way to detract from the heartiest commendation of this book, the reviewer cannot but point out that in his estimation the selection of the title was unfortunate. Not only does the author reject much of what passes as Psychoanalysis, but the phrase "In the Class Room" implies a restriction of value and scope which is nowhere to be found in its pages.

JAMES H. S. BOSSARD.

NORTHWESTERN UNIVERSITY SCHOOL OF COMMERCE BUREAU OF BUSINESS RESEARCH, HORACE SECRIST, DIRECTOR, IN COÖPERATION WITH THE NATIONAL ASSOCIATION OF RETAIL CLOTHIERS. *Costs, Merchandising Practices, Advertising and Sales in the Retail Distribution of Clothing*. 6 Vol. Pp. 662. Price, \$15.00. New York: Prentice-Hall, Inc., 1921.

In recent years many writers of books on business subjects have attempted scientific conclusions from a few impressionistic observations and very incomplete data. The limitations of such attempts are no better illustrated than by the few cautious generalizations Professor Secrist draws from a most painstaking collection and careful analysis of facts about operating conditions in over 500 retail clothing stores scattered over the United States.

Here is a work of over 600 pages, bound in 6 volumes. Yet the data it contains cover only 3 years, 1914, 1918, and 1919, and was obtained from only about 10 per cent of the stores members of the National Association of Retail Clothiers. A further limitation is suggested by the fact that approximately 76 per cent of the stores reporting were located in cities with a population of less than 40,000, and only 10 per cent in cities with a population of over 120,000. These limitations Professor Secrist constantly emphasizes through his work.

The purpose of the work, as described by the author, is to "develop out of the actual experience of clothing stores a series of standards which may serve as guides." Profes-

sor Secrist's work is noteworthy because through it all he applies the scientific method most painstakingly and precisely. He first presents the facts as he has collected and analyzed them and then from these facts synthesises his conclusions. These conclusions he says are of two types.

First, cost and other ratios; and second, underlying principles of trade tendencies which characterize stores of different size and location. . . . The actual ratios are subject to change; the underlying principles seem to be general. (Vol. 5, p. 3.)

The principles to which Professor Secrist refers are the generalizations he synthesises from the detailed data. As a word of caution against their heedless acceptance he says: (Vol. 6, p. 499)

Generalization has been indulged in only when the data seemed conclusively to point to the existence of a principle and even, under these circumstances, only when the limiting conditions and the exceptions were brought to the reader's attention.

Again on page 500 (Vol. 6) he says:

In undertaking this study it was felt that business and industry need facts; that business will not run *on*, but *down* on the momentum of customary action and that more analysis of business problems and equal sharing in the results are required if rule of thumb methods are to be displaced. It was begun in the belief that there are underlying principles in business which can be determined, measured and used as guides to action, and that this fact modern business must come to realize if planning and foresight are really to characterize it.

In the summary contained in Vol. 6 (p. 571) Professor Secrist enumerates the results of the study.

Two types of conclusions have been reached from the study of *Costs, Merchandising Practices, Advertising and Sales in the Retail Distribution of Clothing*: first, that which pertains to the absolute and relative amounts of sales, rent, wages and salaries, advertising, etc., for stores of different size, location, age, merchandising and accounting methods, etc., and second, that which relates to the tendencies of the amounts to decrease, increase, or remain constant as stores increase or decrease in size or change in location and operating conditions. The first type of conclusion describes what might be called static conditions; the second relates to the dynamic aspects